

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
McIntosh School District
Accountability Review - Monitoring Report 2011-2012

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Dates of On Site Visit: December 1, 2011

Date of Report: December 16, 2011

All non-compliance must be corrected within 1 year of this report date. Date Closed: December 16, 2011

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

State Performance Plan – Performance Indicators

Indicator 5: Placement of Children Age 6-21

A) Percent of children with IEPs inside the regular class 80% or more of the day.

State Target: 65%

McIntosh School District Rate: 91.3%

District Response:

It is McIntosh School District's policy to place children with IEPs in the regular classroom to the fullest extent possible. Teachers are willing to accommodate and modify as needed and are assisted regularly by special education paraprofessionals and given material to help the students within their classrooms. We offer a variety of vocational classes, in large part due to the moving mobile units provided to us through Northwest Area Schools, that is of special interest to many students with disabilities. This variety helps us maintain them in the mainstream as much as possible.

Indicator 3: Participation and performance on Statewide Assessment: participation and performance of children with disabilities on Statewide Assessments.

Math:

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the Statewide Assessment:

State Average:72%

McIntosh School District Rate: 33.33%

District Response:

After reviewing the district data regarding the number of students not scoring at the proficient level, the McIntosh School District is planning to incorporate Singapore Math into the curriculum in the fall of 2012-13 school year. Several elementary teachers will be attending a Singapore Math training in Las Vegas in the summer of 2012 and a two day in-service is planned for all teachers in the fall of the 2012-13 school year. This program had shown great potential for all students to be successful in mathematics, even those with special needs. We have also bolstered the district's RtI process and are offering more math interventions to help struggling students.